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ABSTRACT

Reported in this document are activities of the third Graduate Library Institute for Spanish-Speaking Americans (GLISA). The institute is designed to provide coursework to fulfill requirements of the University of Arizona Graduate Library School, and to develop professional competencies in library services for Hispanic people. Participants and contents of workshops, special GLISA "seminarios," and internships are described. Also reported are the academic status of the 14 participants, outreach activities, and graduate placement efforts. The evaluation component of the program, accomplished by external evaluators, advisors, and students, covered goals and objectives, curriculum, and support staff. Recommendations are made for the next GLISA institute. The appendices include participant data, the core curriculum, placement data, institute staff profiles, a list of seven objectives, and pertinent correspondence. (SW)

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GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

FINAL GLISA III REPORT

GRADUATE LIBRARY SCHOOL

COLLEGE OF EDUCATION

UNIVERSITY OF ARIZONA

OCTOBER 25, 1979

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TABLE OF CONTENTS

	PAGE
Introductory Narrative.	1
Curriculum Overview and Assessment.	4
General Coursework.	4
Workshops	5
Seminarios.	6
Internships	7
Summary	10
Academic Status Report.	12
Student Activities.	14
Placement	18
Evaluation and Assessment	20
Goals and Objectives.	20
Evaluators.	21
Curriculum.	21
Support Staff	23
Student Evaluation.	25
External Advisors	27
Recommendations for GLISA IV.	29
Summary	30
Appendices.	32
Appendix I, Personal Data on GLISA III Participants	32
Appendix II, Core Curriculum for GLISA III.	33
Appendix III, Announcements	35
Appendix IV, Placement Data on GLISA III Graduates.	36
Appendix V, Visitors, Lectures, Consultants and External Advisors	37
Appendix VI, Letter from Ms. Ingrid Fingal.	39
Appendix VII, Objectives of GLISA III	41

GLISA III
FINAL REPORT

Introduction

The 1978/79 Graduate Library Institute for Spanish-speaking Americans has successfully concluded its third year. The Institute began with fourteen participants and all of them completed the course of study. An additional participant was selected in January, 1979. He is expected to complete the program requirements in December, 1980.

This report will summarize events and activities of the final three months as well as provide a narrative assessment of the twelve-month project. All fourteen students have developed the necessary professional competencies in library science during the course of the year. Specific results of the training program with regard to employment and placement will be treated at length in a latter portion of the narrative. Also to be discussed at length will be final grade reports, student activities related to the program, evaluation of this third Institute, and recommendations for the fourth Graduate Library Institute for Spanish-speaking Americans.

Notification of funding for the third GLISA Institute received enthusiastic support not only from the faculty and administration of the Graduate Library School, the library community in Arizona and the Southwest, but also from as far away as Florida and Puerto Rico. The continued support of GLISA is basically due to the outstanding successes of GLISA I and II.

Most of the GLISA III graduates have been employed in significant professional positions in libraries throughout the country. Four of the fourteen graduates not employed have chosen to be selective of the location of employment. As of the writing of this report, the GLISA office continues to receive employment announcements from libraries across the country seeking bilingual librarians. Clearly, the GLISA program continues to fulfill its stated goals. The GLISA III administration, with modifications and changes recommended by the GLISA Advisory Committee, students and faculty members, can look back at the numerous accomplishments with pride. Faculty support of the program became evident through a willingness to assist and advise students and to attend meetings and functions sponsored by GLISA. The students selected for GLISA III represent an extremely diverse group in terms of geographic distribution and representation of the Hispanic population in the United States. Moreover, for the first time in the history of the Institute, an applicant from Puerto Rico was selected as a participant. The majority of the applicants were from four southwestern states: Arizona, Texas, New Mexico and California, and three students from the East. This representation from students from the Eastern seaboard reflects the impact and success that GLISA gained since its initial program in 1975. The tables in Appendix I provide detailed information on the participants.

The following statement from Dr. Daniel Duran, Program Evaluator, captures the composition of the GLISA III participants:

"The GLISA students, as a group, represent one of the most competent, mutually supportive and self-motivated group of graduate students this evaluator has ever had the opportunity to meet."

GLISA III began with a week of orientation activities on August 21, 1978. On the first day, a welcoming reception was held for new GLISA students and was attended by University of Arizona President John P. Schaefer, University administrators, faculty and students, as well as family and friends of the participants. Activities scheduled throughout the week included meetings with GLISA staff and administration, tours to neighborhood centers and libraries as well as additional informal meetings with the GLISA Advisory Committee and faculty of Graduate Library School.

The purpose of the Orientation week was to give the new GLISA students a reference point for the year. The students responded to the orientation with the following comments:

> "I am very satisfied with orientation week activities - to increase our familiarity with the school, the community, and especially the reaffirmation of the goals and expectations for the GLISA program and students."

> "I enjoyed meeting the different persons associated with the various libraries in Tucson. I learned a lot from them about the program and services available in terms of library services. I am sorry I was not able to go on the library tour. It was helpful to have a meeting with some of the faculty and getting to know them on a more personal basis."

> "I feel that the activities of orientation week were very helpful. Getting to know the rest of the members of the GLISA program and becoming aware of the demands and expectations of the program itself were also some positive

aspects of the first week. The tour of the libraries was informative as well as enjoyable."

CURRICULUM OVERVIEW AND ASSESSMENT

General Coursework

The GLISA III participants enrolled in courses that would fulfill the requirements of the Graduate Library School as well as the objectives of the GLISA program. Required courses of the Graduate Library School include Basic Reference; Organization, Cataloging and Classification of Library Materials; Selection of Library Materials; Trends in Library Services; Research Methods and Management. Specially designed coursework to develop professional competencies in library services for Hispanic people was taken by the GLISA students.

The coursework in this area is:

1. Outreach: Library Services to Special Groups
2. Spanish Language and Culture for Spanish-speaking Librarians
3. Media and the Spanish-speaking
4. Information Resources for the Spanish-speaking

The above courses were specifically designed to supplement and complement traditional library courses providing specialized training not available in any other library school in the country. All of the fourteen students who began the program

have successfully completed the required coursework of the Graduate Library School and the GLISA program. Most of the GLISA students enrolled in the GLISA recommended courses. A few of them were exempt from taking these courses by their advisors. As a result, these few students found themselves lacking the specialization that could have been gained from the GLISA coursework in the latter part of the program.

The course "Media and the Spanish-speaking" that was to be offered during the spring semester, was postponed until the second summer session due to the unavailability of the instructor. As it turned out, this particular course fitted much better in the summer course of study rather than in the spring term.

Workshops

While GLISA did not sponsor any special workshop during the spring semester, some of the GLISA students did enroll in the workshops offered by the Graduate Library School namely:

1. The Academic Library
2. The Special Library
3. The Public Library

The workshops performed the function of providing students an opportunity to balance their academic program. Students enrolled in workshops to satisfy special interests and/or to gain information in a specialized area that would help them with future professional assignments. Moreover, students earned one or

two units of academic credit in a relatively short period of time.

Seminarios

Another valuable component of the GLISA Institute designed to enrich and enhance the academic studies program was the seminario series of lectures, panels and workshops on librarianship and related fields.

The first seminario of the series was held on October 2[illegible] 1978 and featured Ms. Barbara Cox of the Latin American Center, University of California at Los Angeles. Her lecture on "Data Base Indexing: The Hispanic American Periodicals Index" attracted both faculty and students as well as University library staff members.

The second seminario of the series was held on February 9, 1979. Dr. Cecil Robinson, a prominent literary figure and author of Mexico and the Hispanic Southwest in American Literature spoke on the portrayal and treatment of Mexicans in American literature. His stimulating lecture was illustrated with personal anecdotes and quotations which captured the interest and attention of his audience.

In addi[illegible]on to the formal seminarios, the GLISA participants profited from what came to be known as the "mini-workshops." While they were not offered for credit, the students acquired practical information. For example, Stephen Marvin of the World University in Puerto Rico, who visited GLISA, met on several oc-

casions with the GLISA participants to share information on content and preparation of resumes. He also spoke to them regarding computer science and how it applies to information by and about the Spanish-speaking.

Julio Martinez, who also visited the GLISA program as a consultant held various meetings with GLISA students to acquaint them with the duties and responsibilities of the reference librarian who works with Chicano and Latin American reference tools and periodicals.

The extended visits of these consultants provided GLISA students the opportunity to benefit from formal presentations and also from subsequent informal dialogue between each practicing, experienced librarian and students.

The Border State University Consortium on Latin American (BSUCLA) library conference, which was held on April 20 and 21, 1979, also provided some of the GLISA students an added learning experience. Those GLISA students who volunteered to work in the conference met the university librarians of the consortium together with their Mexican American bibliographers. In addition, they sat in the meetings where current issues were being discussed relative to the university library and its role in supporting Mexican American studies.

Internships

The GLISA III administration, in cooperation with Dr.

Donald C. Dickinson, Director of the Graduate Library School, worked closely with Tucson Public Library System, the Tucson Unified School District, the University of Arizona libraries in an effort to provide quality library experience for the participants. The o tstanding cooperation of these instructions made the internships a vital aspect of the GLISA training program.

GLISA STUDENTS	TYPE OF LIBRARY	INTERNED AT:
Cavin, Sonya	Public	Tucson Public Library, Woods Branch
Guerena, Salvador	Public	Tucson Public Library, Wilmot Branch
Joyner, Marlene	Public	Tucson Public Library, Himmel Park Branch
Parsons, Graciela L.	Public	Tucson Public Library, Main Branch
Perez, Teresa	Public	Tucson Public Library, Woods Branch
Sanchez, Olga	Public	Tucson Public Library, Extension Department
Gonzalez, Diana	Academic	University of Arizona, Main Library
Sotelo, Ross	School	Tucson Unified School District #1, Ochoa Elementary School
Romo, Rolando	Special	University of Texas at Austin, Benson Latin American Collection
Tagle, Antonio	Special	United Nations, Library, New York, New York

Students comments and reactions concerning their internship were in all cases favorable. The following statements are taken from the students' own evaluation of their experiences:

> GUERENA: "My four weeks at the Wilmot Branch Library seem brief in retrospect, nevertheless it is my assessment that this experience has done much more than enhance my present coursework, for it has provided me with an excellent opportunity for me in stimulating my professional growth, to increase my competency in professional responsibilities, and to further develop my judgemental skills...I consider my work at Wilmot a truly unique one for me...Not only had my immediate interest in pursuing an intensive reference experience been entirely met, but I also gained a very helpful exposure to a profile of branch operations and departmental services...I received instruction in the use of the automated circulation control system, which essentially gave me a good feel for the prospects of on-line systems and their application in public services...In closing, I do appreciate the opportunity for my assignment at Wilmot, to work and learn there, and to have met the nicest people."

> ROMO: "I felt that the Benson Latin American Collection internship was extremely well planned. The program was well scheduled and allowed for coverage of all units in the BLAC and other departments in the General Libraries... I believe that the assigned readings and projects reflected accurate examples of the type of work performed at the BLAC...The internship program focused on readings and projects which allowed for an understanding of the types of tasks performed but also covered the BLAC's history, goals and objectives and organizational structure... In conclusion, I feel that the BLAC internship was an extremely successful one based on the experiences and insights I was able to gather during my assignment."

> GONZALEZ: "I found my internship at the University of Arizona Library during the interim and Summer Session (I) to have been one of the most valuable learning experiences in my preparation for the profession...The bulk of the internship involved working on a daily basis with Iliana Sonntag, Latin American and Chicano Materials Librarian, who shared some of her collection development techniques

> and actively involved me in the ordering of materials. From the daily contact with Iliana, I received a very good overview of what a subject specialist in an academic library actually does (budgeting time among her various responsibilities, prioritising work activities, etc.)... Working with the Career Staff was quite helpful in terms of learning to better serve the patron and understanding some of the more technical aspects of making a reference department more user-oriented."

As a point of interest, Ms. Gonzalez was recently employed at the University Library. Thus, she became the first GLISA graduate to be employed at a University of Arizona library.

Considering the success of the out-of-state internships and the fact that there are a limited number of libraries in the immediate surrounding area of the University, where students can do an internship, serious consideration must be given to more out-of-state internships. This is particularly important as this opportunity can lead to the employment of the internee in the library where the internship is completed.

Four of the students made the choice not to do an internship. In such cases, students did coursework to make up the three units of academic work. Fortunately, these students had previous library work experience or did part-time work in a library while in the GLISA program.

Summary

The curriculum is the key component which distinguishes GLISA from any other course of study in an American accredited

library school. Students, then who have taken this course of study are prepared not only as qualified librarians, but also as librarians who have acquired knowledge and have learned special skills and techniques that will enable them to service the Spanish-speaking populations in the United States. The academic foundation upon which GLISA graduates will build their career consists of (1) the standard core curriculum that all GLS students must complete, (2) the specially designed courses of the GLISA program, (3)the internship which provided students with practical work experience, and (4) enrichment activities as the seminarios, field trips, workshops and the Border State University Consortium on Latin America conference.

The course of study, as it stands, meets the high standards of librarianship today. But to keep abreast with the changing times, we foresee refinements in the curriculum.

ACADEMIC STATUS REPORT

The GLISA III students performed, for the most part, exceptionally well in their academic coursework. The GLISA coursework has been programmed to provide the students with the most complete educational course of study possible. The students responded to the intensive graduate program in a most conscientious manner. The initial period of adjustment during the first semester was crucial to the success of the program.

The heavy courseloads and participation in the GLISA related activities such as visits by evaluators, advisors, seminarios, conferences, class projects, demanded a substantial amount of time of the students. Undoubtedly, the students were able to keep up with the coursework and the enrichment activities planned by the Director and his staff. While a few students had some difficulty adjusting to the rigors of a demanding graduate program, the majority encountered minimal problems.

Students in the Graduate Library School program at the University of Arizona are required to pass a written comprehensive examination after completion of the coursework. At this writing, all but one of the participants have passed this examination. This student will take the examination sometime in November, 1979.

As of the writing of this report, there are no absolute cumulative grade point averages. The interim cumulative grade point average is 3.3683 for the GLISA III students. Please note

that although some of the interim grade point averages are below the required 3.0000 average needed to graduate, we expect all GLISA III students to graduate. At the present time, there is no indication that any GLISA student will not graduate.

The following figures show the cumulative grade point average distribution:

3.8235

3.7857

3.6081

3.5714

3.5313

3.5000

3.4118

3.2571

3.2121

3.2059

3.2000

3.0000

3.1563

2.8929

STUDENT ACTIVITIES

The year was highlighted by several student-oriented activities. These activities were either directly related to courses taken or complemented the GLISA program objectives. Various activities called for work above and beyond the normal courseload, required exposure to community organizations and agencies, and provided publicity and visibility to librarianship and library services to the Spanish-speaking.

During the first quarter of the GLISA program, there were significant class projects that added to the total educational experience of the GLISA students. During this semester, students enrolled in the "Outreach" class helped plan and organize a second annual library outreach program at the Liberty Adult Learning Center, an adult basic education center serving a majority of Spanish-speaking citizens. The purpose of the program was to provide students with practical training in coordinating, implementing and administering library outreach programs for communities serving Hispanic populations. This activity also served to foster an awareness in traditional non-users of the usefulness of libraries.

A second class project geared to provide extension/outreach services to the visually impaired was developed by GLISA

students in the "Spanish Language and Culture" class taught by Antonio Gomez, Head Reference Librarian at the Valencia branch library of the Tucson Public Library System. In collaboration with the Arizona State Library Extension Service, the students produced and recorded bilingual talking books which will be available at public libraries throughout Arizona.

The last of the student outreach projects for the first quarter took place on December 1, 1978 at the Ochoa Elementary School in Tucson. Five students set up a multi-cultural center in the school library. The purpose of this center was to make the school library an integral part of the school's educational program. Moreover, this program gave the children an opportunity to actively participate in the development of their library skills.

Every significant library conference during this period had at least one representative from GLISA. GLISA was represented at the Governor's conference by Dr. A. Trejo and Ms. Andrea Ortiz, one of the GLISA III students. The conference was held in Phoenix, Arizona on November 29, 30 and December 1, 1978. Dr. Trejo attended the conference as a State delegate and Ms. David participated in various sessions as a recorder and also assisted in formulating resolutions.

The highlight of the second quarter took place on December 10 when the GLISA students presented an Hispanic Christmas Fiesta at the Graduate Library School. The purpose of the program

was to acquaint faculty, staff and other students with the traditional yuletide celebrations of various Hispanic cultures. The evening festivities included folk dances in authentic costumes, singing of traditional Christmas carols and a short story recitation by Mr. Antonio Gomez, instructor of the class "Spanish Language and Culture." Approximately 100 persons including faculty members, community leaders, students and their families attended the event.

During the third quarter, students in the course entitled Outreach: Library Services to Special Groups organized and presented the program Carnaval Bibliotecario at the Lincoln Elementary School in Nogales, Arizona. This was one of the most favorably received programs developed by the "Outreach" class. Hundreds of school children were treated to originally produced bilingual puppet shows, folktales, children's songs, balloons, pinatas, and a storytelling clown (See letter from Ingrid Fingel and photos, Appendix VII).

Also during the third quarter, as mentioned earlier, some GLISA students participated in the Border State University Consortium Library Conference, held on April 19-20, 1979, at the University of Arizona. This conference was sponsored by the National Endowment for the Humanities for the purpose of developing strategies for a database which would capture bibliographic information concerned with Mexican American studies. The GLISA students parti-

cipated in the conference by helping with the registration of conferees, and by serving as drivers as well as recorders. Dr. Trejo was the conference coordinator. The students who participated gained valuable exposure to current library issues as these pertain to Mexican Americans.

PLACEMENT

An important function of the GLISA office is to assist its graduates in obtaining employment in the areas of their specialization. The GLISA office does this in several ways. First, the office maintains open, continuous communications with personnel officers throughout the country. Many prospective employers have come to depend on the GLISA office to provide them with names of bilingual librarians who have completed the GLISA program. Second, the Director during the course of the year meets with numerous library administrators at professional meetings. At these meetings, the Director has the opportunity to report on the availability of GLISA graduates.

Furthermore, in order to aid students in locating employment, GLISA sponsored a resume writing clinic on April 18, 1979, under the direction of Stephen Marvin. Mr. Marvin, serving as a consultant to GLISA, is a bilingual librarian employed by the World University in San Juan, Puerto Rico. In addition to providing this special clinic, Mr. Marvin served as a student advisor on locating employment. Students found this clinic to be most beneficial in their search for employment.

One of the most effective means of disseminating information about the graduates has been a special brochure which provides biographical, educational and relevant work experience information on each GLISA participant. (See Appendix 2) This

brochure has been distributed to library systems nationwide. Similar biographical profiles on GLISA III graduates were published in the REFORMA Newsletter of January-October, 1979, which is the official organ of REFORMA: the National Organization of Spanish-speaking Librarians in the United States. Moreover, since the Director also serves as the editor of the REFORMA Newsletter, hundreds of employment announcements are directed to him for inclusion in this publication which is circulated nationally.

Placement of GLISA graduates has been successful. As of this writing, ten of the fourteen graduates have been employed. Those graduates not employed have decided to be selective in the location of their employment. As the demand for bilingual librarians is high, it is expected that the rest of the GLISA graduates will be employed in the near future.

EVALUATION AND ASSESSMENT

Final evaluation and assessment of the third Graduate Library Institute for Spanish-speaking Americans is based on (1) successful fulfillment of the prescribed objectives for the program, (2) site visits throughout the year by GLISA III evaluators, (3) periodic meetings with the Advisory Committee, (4) student evaluation of the program, and (5) site visits by External Advisors.

Goals and Objectives

The quintessential purpose of the GLISA program is to educate and train librarians to serve the Spanish-speaking populations in the United States. The basis of the curriculum has been the specially designed coursework that makes the GLISA program unique throughout the United States. The special coursework includes: Outreach: Library Services to Special Groups; Information Resources for the Spanish-speaking; Media and the Spanish-speaking; Spanish Language and Culture for Spanish-speaking Librarians. In reviewing the entire year, we are pleased to report that all the objectives of the program have been successfully met. The GLISA program will continue to grow and develop in accordance with the ever-changing nature of library science and the information needs of Hispanic populations.

The GLISA III students have responded with dedication and spirit to the challenges of an intensive graduate program. It is

hoped that the enthusiasm of the GLISA III graduates will continue with the GLISA IV students.

Evaluators

External evaluators examined the GLISA program in order to certify that the stated program objectives were being met. The evaluators for GLISA III were Dr. Daniel Duran from Los Angeles, California; Mr. Cesar Caballero, El Paso, Texas; and Mr. Julio Martinez from San Diego, California. Dr. Duran visited GLISA on November 1 and 2, Mr. Cabellero visited on April 18 and 19 and Dr. Martinez visited from April 15 through 28 (his visit was combined with a consulting assignment). These evaluative site visits included both formal and informal interviews and meetings with GLISA students, administrative staff, GLS faculty and University administration. All of the evaluators asked incisive, penetrating questions of everyone concerned with the GLISA program.

Curriculum

The curriculum component of the program was perhaps the most important area to be examined by the evaluators. Dr. Duran assessed the GLISA curriculum in the following excerpt:

> "In the area of curriculum, credit must be given to Dr. Trejo for preparing a core curriculum for GLISA III students which incorporates the fundamental core subjects in the area of library and information science with

several courses specifically designed for GLISA students."

Dr. Duran went on to conclude:

> "In sum, the objectives of the GLISA program related to the training of the GLISA students do promise to effectively train the GLISA students to meet the needs of Latino people."

Mr. Caballero's evaluation of the curriculum addressed areas in which changes could improve aspects of the GLISA coursework and internship programs.

In the following excerpt, Mr. Caballero offered the following suggestions on core courses not taught by Dr. Trejo:

> "It is recommended that most course syllabi be revised, with the assistance of the Director of the program and practicing librarians in the field, to include plenty of discussion which is relevant to services aimed at the Spanish-speaking."

In regard to internships, Mr. Caballero observed:

> "...students could be encouraged to do their internships in institutions in cities where they intend to reside and work. This would give them the opportunity to gain experience and become acquainted with personnel in the library where they might seek employment."

Mr. Martinez concentrated on more esoteric subject matter. The following is an excerpt from his evaluation:

> "...the bibliographic list of tools...were exhaustive in length and included significant works in the various fields of the Social Sciences and the Humanities. The students gave every indication of being trained to use and evaluate print and non-print materials appropriate for the needs of their future Hispanic users and library patrons interested in bicultural materials."

Mr. Martinez, in addition, identified internships as an area that could be improved. The following excerpt contains his

suggestions:

> "One way...of improving the program would be to expose GLISA students to a wider range of professional facets of library work. This could be achieved if both the host library and Dr. Trejo identified, in advance, a set of highly specific professional tasks that the students would have to master."

Although the preceding statements were excerpts, they fully capture the essence of the GLISA program.

Support Staff

Areas taken into consideration for the assessment of supportive resources were (1) GLISA staff support, (2) faculty and institutional support, and (3) information resources such as library collections relevant to program goals and objectives.

The staff was in state of transition during part of GLISA III. Ms. Katherine Genders was GLISA's secretary up to the first part of January, 1979. She was a conscientious, efficient secretary, and her departure from the GLISA program was a definite loss. Ms. Genders accepted a position that paid considerably more than what she was earning. Her replacement was Ms. Cynthia Hirsche. Her employment at the GLISA office was short in duration. Within a two-month period, she transferred to an administrative assistant position.

GLISA also lost its Program Coordinator effective February 26, 1979. Mr. Luis Herrera left to accept a position which offered more stability as there was no assurance that the program

would be funded beyond 1979. His appointment as branch librarian in El Paso Public Library System reflects an advancement in his career.

Ms. R. Theresa Roehrig, a native of Peru, became GLISA's secretary. Ms. Roehrig's work experience includes working for the World Bank in Washington, D.C. and the Arizona Bilingual Materials Development Center at the University of Arizona.

Ms. Laura Horan was hired as a clerk-typist. Previously an undergraduate student at the University, she had joined the staff to relieve Ms. Roehrig of the routine clerical and typing task. This assistance was primarily to allow Ms. Roehrig more time to work on the GLISA budget. However, in August, Ms. Horan decided to continue with her education leaving this position vacant.

In August, Ms. Deborah Hendrix accepted the position of Clerk-Typist. She transferred from the Graduate Library School main office; she brought with her invaluable work experience. She is currently a junior in the College of Business and Public Administration at the University.

After a nationwide search for a Program Coordinator, Mr. Ernest G. Escobedo was hired on August, 1979 to fill that vital position. Mr. Escobedo brings with him a wide range of professional experience. As a former student of the University, he is knowledgeable of the inter-workings of the University. He did

his undergraduate work at the University in mathematics and Spanish. Mr. Escobedo earned his Master's degree in Higher Education from the University.

Mr. Escobedo's principal area of employment has been in educational institutions. He completed a graduate internship within the College of Liberal Arts as a student advisor, and he also worked in the Office of Records and Admissions at Pima Community College as part of an administrative internship. His coursework in computer science will undoubtedly help with GLISA projects that require a working knowledge of computers. Mr. Escobedo's duties will be to assist the Director with the daily commitments of the GLISA program and to assist in the preparation of reports and counsel students.

Although GLISA III was in a period of transition for a few months, the GLISA program was able to meet its stated objectives. The support staff received a noteworthy evaluation. In Dr. Duran's words:

> "It has been previously stated that the GLISA support staff is dedicated, motivated and efficient. This cannot be stressed enough."

Student Evaluation

Student assessment of the program is an important element in the evaluation process. The students performed remarkably well when one considers the tremendous amount of pressure that was placed on them to excel academically. Having withstood the rigors

of this intensive graduate program, the GLISA graduates have a solid educational and cultural foundation to pursue their professional careers.

The GLISA III students spoke freely and at length about their experiences to the evaluators. The following passages are not only excerpts of the observations made by the evaluators, but the essence of the students' thoughts and feelings toward the GLISA program.

Dr. Duran reported:

> "In individual conversations with the students, and also in group and classroom situations during the site visit, it became readily apparent that the GLISA III students are both bilingual and bicultural. During the two day visit, both evaluators had at least one opportunity to discuss the GLISA III program with each student. In almost every instance, the conversation swayed between English and Spanish."

The students spoke to the evaluators about changes in the internship program that they would like to see. The students remarked to Dr. Duran that they hoped they would have the opportunity to intern in libraries where they could serve the Latino population. Also, the students requested that the internships would not take time away from GLISA courses. Dr. Duran made this observation about the internships:

> "The internship program did have a negative feature according to some GLISA students, that feature being the number of hours the internship program subtracted from other GLISA courses. Such comments are not uncommon in <u>any</u> internship program."

During the visit of Mr. Caballero, students suggested to him that they would like to have the opportunity to utilize the case study approach in learning about the mundane characteristics of libraries and their problems. Mr. Caballero stated:

> "To quote some students,
> 'so that we may learn how to do things'."

The GLISA III students also made suggestions about the working relationships between the University Library and the GLISA program. Mr. Martinez remarked:

> "They felt that the Library should make a particular effort to acquire promptly those new reference materials which are relevant to the course content of the program."

The GLISA III students, having invested considerable energy into their graduate studies, also stated that the opportunity to affect change in the GLISA program was important to them. The GLISA III students, in many ways, have had a positive impact on the GLISA III program that will shape future GLISA programs to come.

External Advisors

In order to maintain and review the effectiveness of the GLISA program, evaluative site visits were scheduled for the GLISA III program. These visits provided the GLISA Director and staff with information that assisted in the improvement of the educational program.

During the year, there were three external advisors who visited the GLISA program. Ms. Laurita K. Moore, Reference Librarian at the Department of Energy in Washington, D.C. and Dr. Antonio Rodriguez-Buckingham, Director of the Graduate School of Library Science at St. John's University in New York met with students, faculty and GLISA staff during their two-day visit which occurred on October 9 and 10, 1978. The external advisors found the GLISA program operating within the stated goals and objectives; their principal concern rested with the possible termination of the GLISA program should federal funds not be secured for future institutes.

Ms. Alicia Godoy from the Miami-Dade Public Library, Miami, Florida made a site visit to the GLISA Institute on March 26 and 27. As with the other external advisors, her visit was to review and advise on any aspect of the program which would lead to the improvement of the educational program. Ms. Godoy provided a special session for students on the topic of library services for the Spanish-speaking in the Miami-Dade area. She also spoke on career development opportunities for GLISA graduates.

The following is an excerpt from a conversation with Ms. Godoy:

> "Spanish-speaking librarians are important because it is indispensable to have a psychological connection with a Spanish-speaking person who comes to the library. One of the objectives of the (GLISA) program is to acquaint students with the psychology of Hispanic people and the way they live."

Recommendations for the GLISA IV Institute

The GLISA III students made several recommendations to the external evaluators that will bring changes to the GLISA IV Institute. A principal concern of the group was the establishment of a procedure by which students may articulate their thoughts on how the GLISA Institute can be improved. After the GLISA IV students have a chance to get oriented to the field of librarianship, bimonthly or monthly meetings will be scheduled for the purpose of student input into program development. In order that GLISA IV students start the academic year with a clear understanding of what is and what is not possible, the Director will outline the program in terms of the budgetary constraints.

Every effort will be made to place the GLISA IV students in the library of their choice, however, students will be advised that they may or may not be placed in the library of their preference. Also, students will be advised that if they should encounter problems during their internship, they are to inform the Director immediately so that the problem(s) can be resolved.

SUMMARY

In summary, GLISA III will be remembered for the exceptional educational opportunities afforded students of this institute. The students were challenged by an intensive graduate study program, and they responded with enthusiasm and dedication. The GLISA III graduates are well prepared to assume the responsibilities of professional librarians.

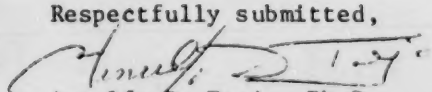
A series of seminarios were presented throughout the year by the GLISA Institute to enhance the academic program. The first seminario was given by Ms. Barbara Cox on "Data Base Indexing: The Hispanic-American Periodical Index." The second seminario was presented by Dr. Cecil Robinson on the portrait and treatment of Mexicans in American literature.

During the second quarter, GLISA III students were invited to participate in various library activities, including the Arizona Governor's Conference on Libraries held in Phoenix, Arizona, and the Border State University Consortium on Latin America (BSUCLA) library conference. Their participation provided them with valuable exposure to current issues and concerns among librarians seeking to improve access to Mexican American information. These conferences and seminarios have served to sensitize students on issues facing the bilingual-bicultural librarian.

During the third year of operation, the GLISA students were given the responsibility to plan outreach programs within the Tucson community. These activities have collectively served as a model upon which the GLISA III graduates can design their own community oriented programs. In conclusion, the fundamental concept of library service to Hispanic Americans has been a formative force in the successes of GLISA I, II and III. The beneficial impact of the GLISA Institute has received national attention. For this reason, it is hoped that the federal government and the University will continue to support the continuation of this most noteworthy program.

We would like to give recognition to Dr. John P. Schaefer, President of the University of Arizona, Dr. F. Robert Paulsen, Dean of the College of Education, University of Arizona, and to Dr. Donald C. Dickinson, former Director of the Graduate Library School, University of Arizona. We are also grateful to Dr. Ellen Altman, new Director of the Graduate Library School, University of Arizona, and the eminent faculty of the Graduate Library School, who helped make GLISA III a success. We wish to give special recognition to Mr. Frank A. Stevens, Division of Library Programs, U.S. Office of Education, H.E.W., Washington, D.C. and to the external and internal advisors, evaluators, lecturers and consultants. We appreciated their support and enthusiasm throughout the year.

Respectfully submitted,



Arnulfo D. Trejo, Ph.D.
Director, GLISA III

APPENDIX I

PERSONAL DATA ON GLISA III PARTICIPANTS

Educational Background	No. of Students
Bacteriology	1
Education	4
English	1
History	1
International Relations	1
Modern Languages	1
Political Science	2
Psychology	1
Sociology	3

Ethnic Background	No. of Students
Anglo	2
Costa Rican	1
Cuban	3
Mexican-American	7
Puerto Rican	2

AVERAGE AGE: 30.6 yrs.

AVERAGE YEARS OF PREVIOUS WORK EXPERIENCE: 3.45 yrs.

Geographical Distribution:

Arizona	4
California	2
Florida	3
New Mexico	1
Puerto Rico	1
Texas	3
Costa Rica	1

Male: 6 Female: 9

Hispanic: 13

Anglo: 2

APPENDIX II

CORE CURRICULUM FOR GLISA II

TITLE AND COURSE DESCRIPTION	LIBRARY SCHOOL REQUIREMENT	GLISA REQUIREMENT
BASIC REFERENCE. (3 units) Survey of general sources. Discussion of reference techniques.	YES	YES
ORGANIZATION, CATALOGING & CLASSIFICATION OF LIBRARY MATERIALS. (3 units) Purpose and principles of cataloging and classification; the card catalog, shelflist, filling, vertical files; organization and maintenance of materials for use.	YES	YES
SELECTION OF LIBRARY MATERIALS. (3 units) Principles of selection, selection aids and bibliographies, acquisitions procedures, practice in reviewing and annotating print and non-print materials, selection problems.	YES	YES
TRENDS IN LIBRARY SERVICE. (3 units) A broad introduction to the field of librarianship. Presentation of the historical foundations of the profession as well as discussion of current trends and issues.	YES	YES
RESEARCH METHODS. (3 units) An introduction to the various research methods which are appropriate for problems solving in librarianship. Includes preparation of a sample research proposal.	YES	YES
INTERNSHIP. (3 units) In consultation with their advisors, students choose a library in the Tucson area where they will work with Spanish-speaking patrons (minimum of 130 hours of actual library work).	NO	YES

APPENDIX II (CONT.)

TITLE AND COURSE DESCRIPTION	LIBRARY SCHOOL REQUIREMENT	STRONGLY RECOMMENDED FOR GLISA
OUTREACH: LIBRARY SERVICE FOR SPECIAL GROUPS. (3 units) A study of the problems faced by special groups: i.e. ethnic minorities as well as the elderly and the physically handicapped in the use of libraries. Emphasis is on Spanish-speaking groups. Techniques, programs, services and materials are identified and studied.	NO	YES
LIBRARY MANAGEMENT. (3 units) Course is designed to prepare the student to operate effectively at the beginning management level in a library; to lay the foundation for study of the administrative problems of specific types of libraries; to lay the foundation for more advanced work in management techniques.	YES	YES
SPANISH LANGUAGE AND CULTURE FOR SPANISH-SPEAKING LIBRARIANS. (3 units) Survey of the principle cultural characteristics of persons of Hispanic heritage. With the objective of fostering pride, interest and understanding of the language and culture, with the ultimate goal of identifying with the Spanish-speaking client.	NO	YES
INFORMATION RESOURCES FOR THE SPANISH-SPEAKING. (3 units) Study of the principle sources of information and multi-media materials for the Spanish-speaking.	NO	YES
MEDIA AND THE SPANISH-SPEAKING WORKSHOP. (3 units) The use of media in disseminating information to the culturally and economically deprived. Channels of communication, personnel, services and budget.		

APPENDIX IV

PLACEMENT DATA ON GLISA III GRADUATES

NAME	POSITION
Sonya Cavin	Fort Worth Public Library
Andrea Otriz David	Not yet employed
Zoila De Yurre	Not yet employed
Ellen Espinoza	No information
Diana Gonzales	University of Arizona Library
Salvador Guerena	Santa Barbara Public Library
Marlene Joyner	Not yet employed
Ruy Monroe	World University, Puerto Rico
Graciela Parsons	Doctoral Candidate, University of Arizona
Maria Teresa Perez	El Paso Public Schools
Olga Sanchez	No information
Antonio Tagle	No information
Victor Velo	Will complete course requirements in December

APPENDIX V

VISITORS, LECTURERS, CONSULTANTS AND EXTERNAL ADVISORS

NAME	DATE OF VISIT	PURPOSE
Dr. Antonio Rodriguez-Buckingham, Director of Graduate School of Library Science, St. John's University, New York	October 9 and 10, 1978	Dr. Rodriguez-Buckingham served as an external advisor.
Ms. Laurita K. Moore, Reference Librarian, Department of Energy, Washington, D.C.	October 9 and 10, 1978	Ms. Moore served as an external advisor.
Ms. Barbara Cox, Latin American Center. University of California at Los Angeles	October 27, 1978	Ms. Cox spoke on "Data Base Indexing: The Hispanic American Periodical Index."
Dr. Daniel Duran, Los Angeles, California	November 1 and 2, 1978	Dr. Duran served as an External evaluator.
Dr. Cecil Robinson, author of Mexico and the Hispanic Southwest in American Literature	February 9, 1979	Dr. Robinson spoke on "The Portrayal of Mexicans in American literature."
Ms. Alicia Godoy, Miami-Dade Public Library, Miami, Florida	March 26 and 27, 1979	Ms. Godoy served as an external advisor and spoke to the GLISA students about library services for the Spanish-speaking in the Miami-Dade area.
Mr. Julio Martinez, San Diego State College, San Diego, California	April 15 through 28, 1979	Mr. Martinez served as an external evaluator.
Mr. Stephen Marvin, World University, Puerto Rico	April 18, 1979	Mr. Marvin served as a consultant and organized a resume clinic.

APPENDIX V (CONT.)

NAME	DATE OF VISIT	PURPOSE
Mr. Cesar Caballero, El Paso, Texas	April 18 and 19, 1979	Mr. Caballero served as an external advisor.

APPENDIX VI

OBJECTIVES OF THE GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS

(GLISA III)

1. To recruit and train fifteen bilingual (Spanish/English) graduate students (particularly from the Southwest region) by having them complete the basic courses required for the graduate library science degree, and by supplementing and complementing these with courses in the field of librarianship specially designed for this institute as well as interdisciplinary courses of study which will stress a bilingual and bicultural curriculum.
2. To train these students to establish and administer library information and bibliographic services relevant to the socio-economic and cultural needs of the Spanish-speaking communities.
3. To train students in understanding the existing bilingual programs designed for Hispanic heritage people so that they, as librarians, can use this knowledge to make libraries effective sources of information for their clients.
4. To provide students with the skills to use and evaluate print and non-print materials appropriate to the needs of Spanish-speaking patrons and potential users.
5. To train students in the essentials of preparation and use of multimedia materials and equipment to bridge the gap between readers and non-readers.
6. To provide students with an internship in public, academic, school or special libraries which have representative numbers of Spanish-speaking patrons.

7. To offer placement services to ensure that the graduates are suitably placed once they have received their M.L.S. degrees.

APPENDIX VII

LETTER FROM MS. INGRID FINGAL

Nogales Public Schools
402 Martinez Street
Nogales, Arizona 85621

Frank A. Stevens
Chief LEPRB
Division of Library Programs
Office of Libraries & Learning Resources
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

August 29, 1979

Dear Mr. Stevens :

My apologies for the tardiness of this letter. Your address reached Nogales after I had left for the summer.

This last spring several of Dr. Arnulfo Trejo's University of Arizona GLISA I I I students put on a library carnival at Lincoln School. Lincoln is one of the elementary schools in Nogales; Nogales lies 84 Km. south of Tucson, on the Mexican border.

The enthusiasm and hard work in preparation for the program was impressive. The students brought an understanding of a bilingual situation and applied it to the specific community needs of Nogales.

The program itself, involving the entire school, and the public library included a bilingual songfest, puppet shows, and oral presentation of Mexican folklore. The pinata was a big hit !

As I watched the children, parents, teachers and GLISA students enjoying themselves I though about why it was a special day for everyone there. Again, the GLISA students built their program on a base of understanding a border community. They shared their own individual & cultural resources with us.

In sum, I wish library services in Nogales & everywhere could be on such a high level of caring & expertise.

Sincerely yours,

Ingrid Fingal
District Librarian

cc : Dr. Trejo